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ABSTRACT

The Public Elementary/Secondary School Universe Survey and Public Education Agency Survey are annual state-level collections of information about the numbers and types of public schools and education agencies, the numbers and selected characteristics of students, and dropout rates. This report summarizes statistics from each of the surveys, which are part of the Common Core of Data (CCD) collection of the National Center for Education Statistics (NCES). The data provide an overview of public elementary and secondary schools and school districts for the academic year 1995-96. The report provides information on the following: the types of public schools; schools and community size; enrollment for primary, middle, and high schools; school-district grade spans; school district size; and student characteristics. Technical notes and key terms are included. Seven tables are included. (RJM)

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Statistics in Brief **April 1998**

Overview of Public Elementary and Secondary Schools and Districts: School Year 1995–96

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Types of Public Schools

In the 1995–96 school year 85,102 public schools provided instruction to 44.8 million students in the United States (table 1).[1] This was an increase of about 1.7 percent over the previous year for students but virtually no change in the number of schools. Most of these institutions were regular schools (80,314). Regular schools often provide a range of special, vocational, and alternative programs in addition to their traditional curriculum offerings; however, there are some schools that offer these specialized programs as their primary function. Among this group in 1995–96 were 1,667 schools whose major function was to provide special education for students with disabilities and 339 schools identified as vocational. Some 2,782 schools were reported to offer other alternative programs, an increase of about 6.8 percent from 1993–94.

The great majority of public school students, 98.2 percent, were enrolled in regular schools. An additional 0.5 percent were in special education schools, 0.4 percent in vocational schools, and 0.9 percent in alternative schools. These distributions were unchanged from the previous year. Mississippi, New Hampshire and North Dakota had only regular schools. With 7.7 percent of its pupils enrolled in non-regular schools, Delaware had the greatest proportion of students in these specialized schools.

Schools and Community Size

Table 2 shows that while one in eight schools was located in a large city (12.6 percent), one in six students attended large city schools. There were slightly more schools in rural areas than in any other locale (25.2 percent). However, almost three-fourths of the students were enrolled in, or in the fringes of, large and midsize cities. Compared with the previous year, the proportion of students attending schools in small towns or rural areas declined by 2.4 percent.

[1] See Key Terms. Although the outlying areas are included in the tables, national totals are limited to the 50 states and the District of Columbia. Comparisons are based on the Overview of Public Elementary and Secondary Schools and Districts: School Year 1994–95.

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Primary, Middle, High Schools

Among the 85,102 public schools with students in membership during the 1995–96 school year, about 59.3 percent spanned the traditional primary grades, typically beginning with prekindergarten or kindergarten and going no higher than grade 8 (table 3; see Key Terms for complete definitions of instructional levels). About half (50.7 percent) of the nation's public school students were enrolled in these schools. An additional 17.1 percent of the schools covered the upper elementary and middle grades, and offered instruction to 19.5 percent of public school students.

High schools represented 18.7 percent of the schools reported, and enrolled 26.7 percent of the total number of students. About 4.9 percent of schools followed some other grade configuration, including schools that spanned all of grades kindergarten through 12 and those that were ungraded.

School District Grade Spans

In 1995–96 there were 14,887 public education agencies providing education services directly to students in the United States.[2] Some of these were operated directly by states or federal agencies, or had a primary role other than that of administering regular educational services. However, the majority of public education agencies (14,367) were regular school districts providing education to children within their jurisdiction (table 4).

States varied in the organization of their regular education agencies. Hawaii and the District of Columbia each consist of a single school district. Seventeen of the other 49 states had no more than one or two districts that did not span all grades. On the other hand, in nine states less than half of the school districts included grades kindergarten through 12.

Among the 14,367 regular school districts with pupils in membership, 3,169 were responsible for only the elementary grades, beginning with grades prekindergarten, kindergarten, or one and ending at grade eight or below (table 4). These districts enrolled 5.9 percent of the nation's public school students. An additional 531 agencies could be characterized as secondary school districts, with a low grade of 7 or higher and a high grade of 12. Some 2.2 percent of all students attended schools in these districts. However, almost three out of four districts (10,537) provided instruction from the beginning of school through graduation. Fully 91.8 percent of all students were enrolled in these comprehensive school districts.

School District Size

School districts ranged greatly in size, as measured by the number of students in membership. A very few districts (23) enrolled 100,000 or more students while a larger number (1,699) reported fewer than 150 students (table 5). While small in number, the largest districts served a considerable portion of America's public school students. Although only about 1.5 percent of districts served 25,000 or more students, fully 30.5

[2] There were 16,265 education agencies in 1995–96. Of these, 14,766 were regular school districts and 1,499 were agencies that typically offer research, administrative, or other support to client agencies. Some 399 of the regular school districts and 979 of the other agencies did not report students. The 14,887 agencies cited exclude the 1,378 without students. Tables are limited to the 14,367 regular school districts with students in membership.

percent of students received their education in these largest districts. To show the contrast from a different perspective, almost half of the school districts in the United States had fewer than 1,000 students in 1995–96. At the same time, almost half of the public school students in this country attended schools in districts of 10,000 students or more.

Student Characteristics

Because participation in the Free Lunch Program depends on income, eligibility for this program is often used to estimate student needs. Thirteen states did not report free lunch eligibility data for at least 70 percent of their schools, so national totals could not be calculated. Within those states and schools that did provide this information, the proportion of students who were reported as eligible to receive a free lunch ranged from a low of 12.4 percent in New Hampshire to a high of 69.4 percent in the District of Columbia. Louisiana and Mississippi reported that at least half of their public school students were eligible for free lunch (see table 6).

Three states did not report the number of students with individual education programs (IEPs), who participate in special education services. Among the states for which this information was available, the percentage of students with IEPs ranged from under 5.0 percent in Illinois and Michigan to 15 percent or more in Massachusetts, Missouri, Rhode Island, and West Virginia.

About two-thirds of the public school students in the United States in 1995-96 were white, non-Hispanic and about one-sixth were black, non-Hispanic. The highest proportion of American Indian/Alaskan native students was found in Alaska (comprising 24.5 percent of that state's students), while the greatest proportion of Asian/Pacific Islander students was in Hawaii (69.3 percent). More than one-third of the students were Hispanic in California, New Mexico and Texas. Over half of the students were black, non-Hispanic, in the District of Columbia (87.6 percent) and Mississippi (51.0 percent). White, non-Hispanic students comprised less than half of the student membership in six states, but represented 90 percent or more of the students in six other states. At the national level, none of the racial/ethnic groups changed by as much as 1 percent over the previous year.

Dropouts

Thirty states and Puerto Rico reported dropout statistics in agreement with the CCD's definition (see table 7). Among these jurisdictions, two states reported that more than 10 percent of students in grades 9–12 had dropped out during the preceding school year. Two others reported dropout rates among these grades at less than 3 percent. Fourteen states had dropout rates somewhere between 4.0 and 5.9 percent. Dropouts were more likely to be male than female. In only five reporting jurisdictions were less than 55 percent of the grade 9–12 dropouts male. In 10 states half or more of the dropouts were minority students (note that all of Puerto Rico's students were reported as Hispanic).

Technical Notes

The Public Elementary/Secondary School Universe Survey and Public Education Agency Survey are annual state-level collections of information about the numbers and types of public schools and education

agencies, the numbers and selected characteristics of students, dropouts, and numbers of staff. These two surveys also include directory information such as school and agency names, addresses and telephone numbers. The School and Agency Surveys are part of the Common Core of Data (CCD) collection of the National Center for Education Statistics (NCES), and use information reported by state education agencies.

Not all states collect and report all of the data items on these surveys. NCES estimates, or imputes, missing data at the state level if an item has been reported in the past. If an item has never been reported, it is not imputed but is shown as "missing." When information is missing for one or more states, as is the case with counts of students eligible for the federal Free Lunch Program, NCES does not calculate national totals. (A state is considered to have missing data if an item is reported by less than 70 percent of the schools or agencies.) Because some students may receive a public education outside a local school district or school (for example, in a state-operated residential school) the numbers of students on the school or agency reports are not used as the official state totals. The numbers of students shown in table 1 are taken from the State Nonfiscal Survey of the CCD. The percentages of students shown in tables are based on the School or Agency Surveys. It should be noted that this report, which includes only schools with pupils in membership, excludes a disproportionally high number of vocational schools whose enrollment is often attributed to regular school.

Key Terms

A *public school* provides educational services to students, has an assigned administrator, receives public funds as its primary support, and is operated by an education agency. A single school may operate at multiple locations (for example, an urban "storefront school" for potential dropouts with a single principal responsible for programs at several addresses). And, two schools may operate at the same location, as is the case when a kindergarten-grade 12 facility has both an elementary and a high school principal. This report excluded 2,023 schools that did not report any students in membership for the 1995–96 school year.

Regular schools do not focus primarily on special, vocational, or alternative education, although they may offer these programs in addition to the regular curriculum. A *special education school* focuses primarily on special education, with materials and instructional approaches adapted to meet the students' needs. A *vocational education school* focuses primarily on vocational education and provides education or training in at least one semiskilled or technical occupation. An *alternative education school* addresses the needs of students that typically cannot be met in the regular school setting, and provides nontraditional education.

Membership is the annual headcount of students enrolled in school on October 1, or the school day closest to that date. In any given year, some small schools will not have any pupils. And, in reporting to the CCD, states assign students who attend more than one school to a single school rather than prorating students across all the schools they attend.

Instructional levels are calculated from the lowest and highest grades for which students are reported in a school. Primary schools are those with a low grade of prekindergarten through grade 3 and a high grade of up to 8. Middle schools contain a low grade of 4 to 7 and a high grade ranging from 4 to 9. High schools have a low grade of 7 to 12 and must extend through grade 12. All other grade configurations, including schools that are completely ungraded, are grouped under the heading of "other."

Free lunch eligibility is the number of students in a school who apply for and are eligible to receive free lunch under the National School Lunch Act.

A *dropout* is a student who was enrolled at any time during the previous year, is not enrolled at the beginning of the current year, and has not graduated or transferred to another school.

The *race/ethnicity* categories used in the CCD are those approved, at the time these data were collected, by the federal Office of Management and Budget. They are mutually exclusive.

IEP counts are reported at the school district level and reflect the numbers of students with individual education programs under the Individuals with Disabilities Education Act (IDEA)- Part B.

School locale code is assigned on the basis of the school's mailing address. The locale code categories are:

Large city—central city of a metropolitan statistical area (MSA) or consolidated MSA (CMSA); with a population of at least 250,000.

Midsize city—central city of an MSA or CMSA; with a population less than 250,000.

Urban fringe of a large city—any incorporated place, Census-designated place (CDP), or non-place territory within a CMSA or MSA of a large city and defined as urban by the U.S. Bureau of the Census.

Urban fringe of a midsize city—any incorporated place, CDP, or non-place within a CMSA or MSA of a midsize central city and defined as urban by the U.S. Bureau of the Census.

Large town— an incorporated place or CDP with a population of at least 25,000 and located outside a CMSA or MSA.

Small town—an incorporated place or CDP with a population between 2,500 and 24,999 and located outside a CMSA or MSA.

Rural—any incorporated place, CDP, or non-place territory designated as rural by the U.S. Bureau of the Census.

Regular school districts are agencies responsible for providing free public education for school-age children residing within their jurisdiction. This category excludes local supervisory unions that provide management services for a group of associated school districts; regional education service agencies that typically provide school districts with research, testing, or data processing services; state and federally operated school districts; and other agencies that do not fall into these groupings. This report excluded 399 regular school districts that did not report any students in membership for the 1995–96 school year, a condition that can occur when a small district has no pupils or contracts with

another district to educate the students under its jurisdiction.

More information

For further information about this *Statistics in Brief* or related publications and data sets, contact Lena McDowell at (202) 219–1628 or electronic mail at *lena_mcdowell@ed.gov*. More NCES publications are available at *http://NCES.ed.gov*.

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Table 1.—Number of public elementary and secondary schools with membership and percentage of students in membership, by type of school and by state: School year 1995–96

State	Schools having membership	Total students	Type of school: Regular, Number of schools	Regular, Percentage of students	Special education, Number of schools	Special education, Percentage of students	Vocational education, Number of schools	Vocational education, Percentage of students	Alternative education, Number of schools	Alternative education, Percentage of students
United States	85,102	44,840,481	80,314	98.2	1,667	0.5	339	0.4	2,782	0.9
Alabama	1,316	746,149	1,281	99.6	17	0.1	3	0.0	15	0.2
Alaska	479	127,618	446	96.2	2	0.3	4	0.4	27	3.1
Arizona	1,079	743,566	1,026	98.1	14	0.1	6	0.6	33	1.3
Arkansas	1,095	453,257	1,094	99.5	0	0.0	1	0.5	0	0.0
California	7,875	5,536,406	6,993	96.7	127	0.5	0	0.0	755	2.8
Colorado	1,418	656,279	1,357	99.0	5	0.0	3	0.1	53	0.9
Connecticut	976	517,935	929	97.3	2	0.1	17	1.8	28	0.8
Delaware	181	108,461	146	92.3	28	2.7	5	4.9	2	0.1
District of Columbia	185	79,802	167	96.5	10	1.9	1	0.5	7	1.1
Florida	2,689	2,176,222	2,327	97.6	95	1.0	42	0.2	225	1.2
Georgia	1,763	1,311,126	1,735	99.5	8	0.1	1	0.1	19	0.3
Hawaii	246	187,180	241	99.9	4	0.0	0	0.0	1	0.1
Idaho	611	243,097	558	98.8	13	0.2	0	0.0	40	1.0
Illinois	4,125	1,943,623	3,820	97.4	234	1.2	27	0.7	44	0.7
Indiana	1,863	977,263	1,819	99.6	23	0.2	1	0.0	20	0.2
Iowa	1,551	502,343	1,509	99.1	17	0.3	0	0.0	25	0.6
Kansas	1,485	463,008	1,467	99.6	1	0.0	0	0.0	17	0.4
Kentucky	1,368	659,821	1,311	99.6	8	0.1	3	0.1	46	0.2
Louisiana	1,470	797,366	1,364	96.9	39	0.4	11	0.3	56	2.4
Maine	697	213,569	695	100.0	2	0.0	0	0.0	0	0.0
Maryland	1,276	805,544	1,191	97.3	47	0.9	11	1.1	27	0.6
Massachusetts	1,831	915,007	1,760	96.2	1	0.0	43	3.4	27	0.4
Michigan	3,455	1,641,456	3,255	98.2	93	0.8	12	0.2	95	0.8
Minnesota	1,958	835,166	1,514	96.7	71	0.3	2	0.0	371	3.0
Mississippi	888	506,272	888	100.0	0	0.0	0	0.0	0	0.0
Missouri	2,072	889,881	2,036	99.0	15	0.5	5	0.4	16	0.1
Montana	893	165,547	888	99.9	2	0.0	0	0.0	3	0.1
Nebraska	1,390	289,744	1,328	99.6	62	0.4	0	0.0	0	0.0
Nevada	419	265,041	384	98.1	11	0.4	2	0.7	22	0.9
New Hampshire	460	194,171	460	100.0	0	0.0	0	0.0	0	0.0
New Jersey	2,278	1,197,381	2,155	97.4	79	0.8	44	1.8	0	0.0
New Mexico	721	329,640	682	98.5	14	0.6	0	0.0	25	0.9
New York	4,148	2,813,230	3,976	97.0	83	0.7	25	1.2	64	1.0
North Carolina	1,975	1,183,090	1,902	99.3	26	0.4	2	0.0	45	0.4
North Dakota	573	119,100	573	100.0	0	0.0	0	0.0	0	0.0
Ohio	3,704	1,836,015	3,658	99.6	23	0.1	14	0.2	9	0.1
Oklahoma	1,821	616,393	1,808	99.7	13	0.3	0	0.0	0	0.0
Oregon	1,216	527,914	1,166	99.0	15	0.1	0	0.0	35	0.9
Pennsylvania	3,113	1,787,533	3,078	98.3	11	1.0	14	0.6	10	0.1
Rhode Island	309	149,799	301	98.7	3	0.4	2	0.5	3	0.4
South Carolina	1,052	645,586	1,023	99.5	11	0.1	0	0.0	18	0.3
South Dakota	818	144,685	795	99.0	13	0.4	0	0.0	10	0.6
Tennessee	1,515	893,770	1,483	99.7	12	0.1	6	0.1	14	0.1
Texas	6,638	3,748,167	6,050	98.6	221	0.5	22	0.1	345	0.9
Utah	735	477,121	669	98.0	24	0.4	2	0.1	40	1.5
Vermont	362	105,565	323	98.6	38	1.4	0	0.0	1	0.0
Virginia	1,781	1,079,854	1,716	99.5	30	0.2	0	0.0	35	0.4
Washington	1,949	956,572	1,745	97.7	80	0.5	3	0.1	121	1.7
West Virginia	842	307,112	818	99.7	10	0.2	4	0.0	10	0.2
Wisconsin	2,037	870,175	2,010	99.4	9	0.1	0	0.0	18	0.5
Wyoming	401	99,859	394	99.2	1	0.1	1	0.3	5	0.4
Outlying areas										
DOD Dependents Sch	171	81,771	171	100.0	0	0.0	0	0.0	0	0.0
American Samoa	31	14,576	29	97.5	1	0.4	1	2.1	0	0.0
Guam	35	32,960	34	98.0	1	2.0	0	0.0	0	0.0
Northern Marianas	24	8,809	24	100.0	0	0.0	0	0.0	0	0.0
Puerto Rico	1,547	627,620	1,498	97.7	18	0.2	26	1.9	5	0.2
Virgin Islands	33	22,737	33	100.0	0	0.0	0	0.0	0	0.0

NOTE Table excludes 2,023 schools for which no students were reported in membership. U.S. totals exclude outlying areas. Percentages are rounded to the nearest tenth and may not add to 100. Percentages of less than 0.05 are rounded to 0. Number of students in membership reported on State Nonfiscal Survey.

SOURCE U.S. Department of Education, National Center for Education Statistics, Common Core of Data, School Universe and State Nonfiscal Survey, 1995–96.

Table 2.—Number and percentage of schools with membership and percentage of students in membership, by community type: School year 1995–96

Community type	Number of schools	Percentage of schools	Percentage of students
United States	85,102	100.0	100.0
Large city	10,726	12.6	17.2
Mid-size city	12,259	14.4	16.3
Urban fringe large city	20,689	24.3	29.4
Urban fringe mid-size city	7,592	8.9	9.7
Large town	1,446	1.7	1.7
Small town	10,947	12.9	11.2
Rural	21,443	25.2	14.5

NOTE: Community types classify the location of a school relative to populous areas. See technical notes for definitions of locale codes.

Table includes the 50 states and the District of Columbia.

Percentages are rounded to the nearest tenth and may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, School Universe, 1995–96.

Table 3.–Percentage of public elementary and secondary schools providing instruction and percentage of students in membership, by specified level of instruction and by state: School year 1995–96

State	Number of schools having membership	Percentage by Instructional Level							
		Primary		Middle		High		Other	
		Schools	Students	Schools	Students	Schools	Students	Schools	Students
United States	85,102	59.3	50.7	17.1	19.5	18.7	26.7	4.9	3.1
Alabama	1,316	51.2	43.5	16.9	16.8	19.3	25.2	12.6	14.5
Alaska	479	34.9	47.5	6.9	13.0	14.0	23.9	44.3	15.5
Arizona	1,079	65.3	56.6	16.6	17.5	15.8	25.4	2.3	0.5
Arkansas	1,095	52.9	48.6	15.8	19.8	29.3	27.9	2.0	3.7
California	7,875	63.8	54.0	14.7	18.0	17.4	25.8	4.0	2.2
Colorado	1,418	59.1	50.9	17.8	21.5	20.3	26.5	2.8	1.2
Connecticut	976	63.1	53.1	18.1	20.7	16.0	25.4	2.8	0.7
Delaware	181	48.6	40.7	23.2	28.3	17.7	28.9	10.5	2.1
District of Columbia	185	63.2	61.8	14.6	15.7	12.4	17.9	9.7	4.6
Florida	2,689	57.6	51.0	15.4	20.2	13.4	21.0	13.6	7.9
Georgia	1,763	62.1	51.0	17.9	20.0	15.9	25.2	4.1	3.7
Hawaii	246	68.7	54.9	11.4	13.3	12.6	26.5	7.3	5.3
Idaho	611	53.8	47.9	16.5	22.3	24.7	27.4	4.9	2.4
Illinois	4,125	62.4	55.4	17.2	15.1	15.6	26.9	4.9	2.6
Indiana	1,863	63.1	49.3	16.2	18.3	18.6	30.8	2.1	1.6
Iowa	1,551	54.9	46.4	19.0	20.2	23.9	31.2	2.3	2.2
Kansas	1,485	58.7	51.1	16.6	19.7	24.0	28.7	0.8	0.5
Kentucky	1,368	59.2	48.6	17.0	20.4	20.5	30.8	3.2	0.2
Louisiana	1,470	54.0	47.9	19.0	19.8	17.1	25.6	9.9	6.7
Maine	697	64.6	49.9	17.5	21.3	15.4	26.7	2.6	2.1
Maryland	1,276	66.2	52.6	17.5	20.6	14.0	25.7	2.3	1.1
Massachusetts	1,831	66.0	52.8	16.3	18.8	15.8	26.0	1.9	2.5
Michigan	3,455	59.4	50.4	16.8	19.7	18.5	27.2	5.4	2.8
Minnesota	1,958	52.4	48.9	13.1	18.5	28.7	30.6	5.8	2.0
Mississippi	888	50.0	44.3	19.1	19.0	19.7	24.2	11.1	12.4
Missouri	2,072	56.4	48.5	16.3	19.6	23.9	29.7	3.4	2.2
Montana	893	54.1	49.6	26.1	20.4	19.6	29.3	0.2	0.6
Nebraska	1,390	68.4	52.1	7.2	14.6	22.5	32.7	1.9	0.6
Nevada	419	64.0	52.5	14.3	20.7	17.9	25.7	3.8	1.1
New Hampshire	460	62.6	51.0	20.4	22.5	16.1	24.6	0.9	1.9
New Jersey	2,278	63.6	53.1	17.1	17.8	13.4	25.7	5.8	3.3
New Mexico	721	59.2	49.1	20.8	23.0	17.9	26.7	2.1	1.2
New York	4,148	58.8	50.2	16.5	18.6	17.7	26.9	7.0	4.3
North Carolina	1,975	60.1	51.2	20.8	21.8	16.5	25.7	2.7	1.4
North Dakota	573	57.9	51.2	6.8	12.3	34.0	33.8	1.2	2.8
Ohio	3,704	59.1	48.6	18.4	19.5	18.7	29.1	3.9	2.8
Oklahoma	1,821	54.6	51.8	18.8	21.5	25.4	24.3	1.2	2.4
Oregon	1,216	61.8	48.6	16.9	21.2	16.9	28.2	4.4	2.0
Pennsylvania	3,113	62.5	48.4	16.9	19.6	19.1	29.6	1.5	2.4
Rhode Island	309	68.0	51.0	17.2	21.6	13.6	27.2	1.3	0.2
South Carolina	1,052	55.7	46.1	23.2	25.0	18.8	28.1	2.3	0.9
South Dakota	818	51.5	48.4	23.7	21.9	22.6	29.2	2.2	0.5
Tennessee	1,515	62.8	52.1	15.8	16.9	16.7	27.5	4.7	3.5
Texas	6,638	52.1	49.3	20.7	22.7	19.2	25.1	8.0	2.9
Utah	735	59.6	50.1	16.2	22.6	18.8	24.9	5.4	2.4
Vermont	362	69.9	54.6	6.6	9.2	13.5	29.6	9.9	6.6
Virginia	1,781	62.3	49.1	17.7	21.4	16.5	28.2	3.5	1.3
Washington	1,949	57.6	50.6	16.6	20.2	19.9	26.2	5.9	3.0
West Virginia	842	64.1	47.8	16.3	20.5	14.7	28.3	4.9	3.4
Wisconsin	2,037	60.3	49.3	17.2	18.9	20.9	30.3	1.6	1.6
Wyoming	401	59.1	48.4	21.9	23.9	18.7	27.1	0.2	0.6
Outlying areas									
DOD Dependents Sch	171	59.6	60.6	9.9	11.3	22.2	21.1	8.2	6.9
American Samoa	31	74.2	73.9	3.2	3.0	19.4	22.7	3.2	0.4
Guam	35	68.6	54.0	17.1	21.5	14.3	24.5	0.0	0.0
Northern Marianas	24	83.3	63.0	4.2	12.2	12.5	24.8	0.0	0.0
Puerto Rico	1,547	60.1	45.7	14.3	17.2	10.9	20.3	14.8	16.8
Virgin Islands	33	69.7	52.3	15.2	17.9	12.1	28.1	3.0	1.6

NOTE: Instructional levels are Primary (low grade Prekindergarten to 3, high grade up to 8); Middle (low grade 4 to 7, high grade 4 to 9); High (low grade 7 to 12, high grade 12 only); Other (any grade 4 to 7, high grade 4 to 9); High (low grade 7 to 12, high grade 12 only); Other (any configuration not falling within the previous three, including ungraded schools).

Table excludes 2,023 schools for which no students were reported in membership. U.S. totals exclude outlying areas.

Percentages are rounded to the nearest tenth and may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, School Universe, 1995–96.

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Table 4.—Number of regular public elementary and secondary school districts providing instruction and percentage of students in membership, by grade span and by state: School year 1995–96

State	Total districts	Grade span: PK, K, 1 to 8 or below		PK, K, 1 to 9 - 12		7, 8, 9 to 7 - 12		Other	
		Number of districts	Percentage of students	Number of districts	Percentage of students	Number of districts	Percentage of students	Number of districts	Percentage of students
United States	14,367	3,169	5.9	10,537	91.8	531	2.2	130	0.1
Alabama	127	0	0.0	127	100.0	0	0.0	0	0.0
Alaska	55	0	0.0	54	99.8	1	0.2	0	0.0
Arizona	214	108	29.9	65	61.2	17	8.9	4	0.0
Arkansas	311	0	0.0	311	100.0	0	0.0	0	0.0
California	999	592	21.8	302	68.9	103	9.2	2	0.2
Colorado	176	1	0.0	175	100.0	0	0.0	0	0.0
Connecticut	166	47	5.8	110	92.4	8	1.4	1	0.3
Delaware	19	0	0.0	15	94.4	4	5.6	0	0.0
District of Columbia	1	0	0.0	1	100.0	0	0.0	0	0.0
Florida	67	0	0.0	67	100.0	0	0.0	0	0.0
Georgia	180	7	0.2	173	99.8	0	0.0	0	0.0
Hawaii	1	0	0.0	1	100.0	0	0.0	0	0.0
Idaho	112	5	0.1	106	99.9	0	0.0	1	0.0
Illinois	905	397	25.9	403	63.1	105	11.0	0	0.0
Indiana	292	1	0.0	291	100.0	0	0.0	0	0.0
Iowa	383	29	1.2	353	98.7	0	0.0	1	0.1
Kansas	304	2	0.0	302	100.0	0	0.0	0	0.0
Kentucky	176	4	0.2	172	99.8	0	0.0	0	0.0
Louisiana	66	0	0.0	66	100.0	0	0.0	0	0.0
Maine	228	110	12.4	112	86.6	5	1.0	1	0.0
Maryland	24	0	0.0	24	100.0	0	0.0	0	0.0
Massachusetts	248	68	5.2	176	94.3	2	0.2	2	0.3
Michigan	593	44	0.2	526	99.6	5	0.0	18	0.1
Minnesota	383	38	0.8	335	98.9	9	0.2	1	0.0
Mississippi	153	0	0.0	149	99.7	3	0.2	1	0.1
Missouri	525	74	1.4	449	97.9	0	0.0	2	0.8
Montana	465	286	62.9	47	10.8	118	26.3	14	0.1
Nebraska	653	331	4.0	267	94.2	23	1.7	32	0.1
Nevada	17	1	0.0	16	100.0	0	0.0	0	0.0
New Hampshire	164	87	18.6	67	76.9	9	3.9	1	0.5
New Jersey	582	294	19.3	207	72.2	51	6.6	30	1.9
New Mexico	89	1	1.9	88	98.1	0	0.0	0	0.0
New York	709	43	1.0	647	98.4	10	0.6	9	0.1
North Carolina	119	0	0.0	119	100.0	0	0.0	0	0.0
North Dakota	234	45	2.5	178	96.8	7	0.6	4	0.1
Ohio	611	1	0.0	610	100.0	0	0.0	0	0.0
Oklahoma	548	116	3.4	431	96.6	0	0.0	1	0.0
Oregon	233	53	3.5	171	94.1	9	2.4	0	0.0
Pennsylvania	500	2	0.0	498	100.0	0	0.0	0	0.0
Rhode Island	36	4	1.5	31	97.5	0	0.0	1	0.9
South Carolina	95	2	0.1	91	99.7	1	0.1	1	0.2
South Dakota	173	7	0.9	166	99.1	0	0.0	0	0.0
Tennessee	138	14	2.3	124	97.7	0	0.0	0	0.0
Texas	1,044	73	0.3	970	99.6	0	0.0	1	0.1
Utah	40	0	0.0	40	100.0	0	0.0	0	0.0
Vermont	251	185	43.6	35	33.6	30	21.2	1	1.7
Virginia	132	1	0.0	131	100.0	0	0.0	0	0.0
Washington	296	47	1.0	248	99.0	0	0.0	1	0.0
West Virginia	55	0	0.0	55	100.0	0	0.0	0	0.0
Wisconsin	426	47	2.6	368	96.2	11	1.2	0	0.0
Wyoming	49	2	0.6	47	99.4	0	0.0	0	0.0
Outlying areas									
DOD Dependents Sch	12	0	0.0	12	100.0	0	0.0	0	0.0
American Samoa	1	0	0.0	1	100.0	0	0.0	0	0.0
Guam	1	0	0.0	1	100.0	0	0.0	0	0.0
Northern Marianas	1	0	0.0	1	100.0	0	0.0	0	0.0
Puerto Rico	1	0	0.0	1	100.0	0	0.0	0	0.0
Virgin Islands	1	0	0.0	1	100.0	0	0.0	0	0.0

NOTE: Grade span is determined by the highest and lowest grades for which student membership is reported among all schools associated with the district. Other includes all grade configurations not represented in the other categories and includes ungraded districts.
Table excludes 399 regular school districts for which no students were reported in membership. U.S. totals exclude outlying areas, but includes 12 Defense Department school districts for military personnel overseas.
Percentages are rounded to the nearest tenth and may not add to 100. Percentages of less than 0.05 are rounded to 0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Agency and School Universes 1995–96.

Table 5.—Distribution of regular public elementary and secondary school districts and students, by district membership size: School year 1995–96

District membership size	Number of districts	Percentage of districts	Percentage of students
United States	14,367	100.0	100.0
100000 or more	23	0.2	11.7
25000 to 99999	193	1.3	18.8
10000 to 24999	553	3.8	18.6
7500 to 9999	320	2.2	6.2
5000 to 7499	693	4.8	9.5
2500 to 4999	2,027	14.1	16.0
2000 to 2499	870	6.1	4.4
1500 to 1999	1,089	7.6	4.3
1000 to 1499	1,595	11.1	4.5
800 to 999	855	6.0	1.7
600 to 799	922	6.4	1.4
450 to 599	952	6.6	1.1
300 to 449	1,152	8.0	1.0
150 to 299	1,424	9.9	0.7
1 to 149	1,699	11.8	0.3

NOTE: Table includes the 50 states and the District of Columbia, and excludes 399 regular school districts for which no students were reported in membership.

Percentages are rounded to the nearest tenth and may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Agency Universe, 1995–96.

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Table 6.—Selected characteristics of public elementary and secondary school membership as percentage of school membership by state: School year 1995–96

State	Percentage of membersh Free lunch eligble	Percentage of membership Individual ducation Progra	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Black Non Hispanic	White Non Hispanic
United States	---	---	1.1	3.7	13.5	16.9	64.7
Alabama	---	13.2	0.7	0.6	0.5	36.0	62.1
Alaska	23.8	13.8	24.5	4.4	2.7	4.6	63.7
Arizona	---	9.7	7.3	1.7	30.2	4.3	56.5
Arkansas	35.5	10.5	0.4	0.7	1.5	23.8	73.6
California	47.3	10.3	0.9	11.2	38.7	8.8	40.4
Colorado	22.4	10.1	1.1	2.5	18.4	5.5	72.5
Connecticut	24.6	13.4	0.2	2.4	11.8	13.4	72.2
Delaware	29.3	12.0	0.2	1.7	4.0	29.4	64.7
District of Columbia	69.4	8.9	0.0	1.4	7.0	87.6	4.0
Florida	37.2	13.1	0.2	1.8	15.3	25.3	57.5
Georgia	37.2	10.0	0.1	1.6	2.2	37.9	58.2
Hawaii	15.5	8.2	0.4	69.3	4.9	2.6	22.9
Idaho	23.4	9.7	1.3	1.2	7.8	0.6	89.1
Illinois	---	4.3	0.1	3.0	12.1	21.0	63.7
Indiana	22.2	13.6	0.2	0.8	2.3	11.1	85.6
Iowa	19.8	12.9	0.4	1.5	2.1	3.3	92.7
Kansas	31.7	11.4	1.1	1.9	6.1	8.5	82.5
Kentucky	---	---	0.1	0.6	0.4	9.8	89.1
Louisiana	50.1	13.4	0.5	1.3	1.1	46.0	51.0
Maine	24.3	13.4	0.6	0.9	0.4	0.8	97.3
Maryland	25.7	12.4	0.3	3.8	3.3	35.0	57.5
Massachusetts	---	17.1	0.2	3.8	9.3	8.2	78.5
Michigan	25.6	4.0	1.0	1.5	2.7	18.3	76.4
Minnesota	19.0	---	1.9	3.9	2.0	4.8	87.4
Mississippi	54.5	13.2	0.4	0.6	0.3	51.0	47.7
Missouri	---	15.4	0.2	1.0	1.0	16.0	81.7
Montana	23.2	11.1	9.8	0.8	1.4	0.5	87.5
Nebraska	20.6	13.8	1.4	1.3	4.4	5.9	87.2
Nevada	32.7	10.6	1.9	4.5	17.2	9.5	66.8
New Hampshire	12.4	13.0	0.2	1.1	1.2	0.9	96.7
New Jersey	24.3	5.4	0.2	5.3	13.5	18.5	62.5
New Mexico	---	14.3	10.4	1.0	46.8	2.4	39.5
New York	---	12.4	0.4	5.0	17.4	20.3	56.9
North Carolina	30.3	12.4	1.5	1.3	1.9	30.7	64.6
North Dakota	20.4	10.2	7.7	0.8	1.1	0.8	89.6
Ohio	---	3.9	0.1	1.0	1.4	15.3	82.2
Oklahoma	36.1	11.6	15.0	1.3	3.9	10.4	69.5
Oregon	23.2	10.8	2.0	3.4	6.8	2.6	85.2
Pennsylvania	---	10.5	0.1	1.8	3.5	14.0	80.6
Rhode Island	26.7	16.5	0.5	3.3	10.3	7.0	78.9
South Carolina	39.7	11.3	0.2	0.7	0.7	41.7	56.7
South Dakota	---	11.3	13.9	0.7	0.7	0.9	83.7
Tennessee	---	14.2	0.4	0.9	0.8	23.0	74.9
Texas	40.3	11.6	0.3	2.3	36.7	14.3	46.4
Utah	19.8	11.0	1.4	2.2	5.4	0.7	90.3
Vermont	20.2	9.8	0.6	1.0	0.4	0.7	97.3
Virginia	25.5	13.0	0.2	3.5	3.2	26.5	66.6
Washington	---	---	2.6	6.5	7.8	4.7	78.3
West Virginia	39.8	15.1	0.1	0.4	0.3	4.0	95.2
Wisconsin	20.2	12.2	1.3	2.8	3.3	9.4	83.2
Wyoming	19.4	11.3	2.7	0.8	6.1	1.0	89.3
Outlying areas							
DOD Dependents Sch	---	8.2	1.0	9.5	8.5	22.3	58.7
American Samoa	94.9	2.5	0.0	100.0	0.0	0.0	0.0
Guam	23.9	6.3	0.1	91.5	0.5	1.3	6.6
Northern Marianas	37.5	2.9	0.0	99.3	0.0	0.0	0.7
Puerto Rico	80.7	---	0.0	0.0	100.0	0.0	0.0
Virgin Islands	64.0	3.0	0.0	0.4	14.1	84.6	0.9

NOTE: Data are shown as "---" if reported for less than 70 percent of schools or agencies. Percentages are based on schools and agencies reporting.

U.S. totals exclude outlying areas.

Percentages are rounded to the nearest tenth and may not add to 100. Percentages of less than 0.05 are rounded to 0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, School and Agency Universes, 1995–96.

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Table 7.—Number and percent of students dropping out of grades 9 through 12 who are male or minority, among reporting states: School year 1994–95

State	Grade 9–12 Dropouts	Grade 9–12 Percent Dropouts	Percent Dropouts who were Male	Percent Dropouts who were Minority
Alabama	12,525	6.2	57.5	41.2
Arkansas	6,248	4.9	58.0	39.2
California	63,881	4.4	54.5	73.6
Connecticut	6,406	4.8	56.9	50.2
Delaware	1,389	4.6	61.8	42.2
District of Columbia	1,879	10.6	55.6	95.8
Georgia	30,158	9.0	58.2	45.9
Hawaii	2,465	4.9	55.5	71.0
Indiana	13,183	4.6	57.0	19.5
Iowa	5,120	3.4	57.8	11.5
Kansas	6,594	5.0	56.1	28.9
Louisiana	7,549	3.5	57.5	65.3
Maine	1,863	3.3	58.6	2.6
Massachusetts	8,384	3.5	58.8	40.4
Minnesota	12,219	5.1	57.1	29.6
Mississippi	8,700	6.4	59.9	54.6
Missouri	17,637	7.0	57.7	28.7
Nebraska	3,737	4.4	58.1	28.3
Nevada	6,703	10.3	54.1	39.4
New Mexico	7,826	8.5	52.8	68.1
New York	32,002	4.1	55.5	65.4
North Dakota	906	2.5	54.9	26.5
Ohio	28,281	5.3	59.9	28.5
Oregon	10,656	7.1	56.9	21.5
Pennsylvania	20,992	4.1	56.9	41.5
Rhode Island	1,852	4.6	59.2	29.5
Texas	26,042	2.7	50.8	66.3
Utah	5,107	3.5	55.5	14.0
West Virginia	4,091	4.2	57.9	5.1
Wyoming	2,010	6.7	57.5	18.8
Puerto Rico	3,615	2.2	48.5	100.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Agency Universe, 1995–96.

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